When we get knowledge from chatbots where does it really come from?

Technology & Knowledge - TOK Lesson Plan 1 - Andrew Snyder

Description	
Summary: In this lesson students will take notes on a video about the training of Large Language Models (LLMS, aka chatbots), work with a chatbot, and then discuss questions and hypotheses about the nature and kinds of knowledge available from this technology.	International-mindedness - Thinking about the worldwide sourcing of the internet and of LLM training models, and the LLM researchers including the various languages the LLMs mine and use. ATL: Media Literacy (working with video and LLM to learn and analyze information) ATT: Inquiry (formulating questions, pursuing understanding of complex and crucial technology) Learner Profile: Inquirers (doing research and pursuing increasing understanding), Knowledgeable (gaining conceptual understanding of a "magic" technology)	IBM Video re: LLMs https://www.youtube.com/watch?v=LPZh9BOjkQs LLM - ChatGPT This should be one of the lessons where the teacher can rest his or her voice and let the students do 90% of the talking and thinking. The teacher will be acting primarily as facilitator in whole group settings and quietly supporting students who need help during the research phase of the lesson.

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Plan 1. (10) Students think, pair, share questions about LLMs like ChatGPT, Grok, and Gemini in their TOK notebook. 2. (3) Instructor highlights the "where do the LLMs get their knowledge" question from student questions or connects that question to a student question. 3. (10) Students take notes in their notebooks on a video explaining how LLMs work. At the end they write down 2-3 questions, based on the the video that relate to the central question of the source of LLMs' knowledge. 4. (10) Students share these questions with an LLM and take notes on the answers. They go back and forth to seek greater clarity. They ask for related links. 5. (5) Students share their notes with a partner and identify 1 deeper question and 1 possibly-true insight about the knowledge provided by LLMs, which they write in their notebooks 6. (5) Each pair shares their question and insight as the teacher records them on a large piece of chart paper for further inquiry		